ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/28/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000785	8229	

4. AUTHOR(S):
Jones, Hilda

5. TITLE OF DOCUMENT ABSTRACTED
Comparison of Students Earning the Baccalaureate Degree at the University of Pittsburgh Between April 1962 and April 1963 in Terms of Acceleration

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Univ. of Pittsburgh
ST.
CITY, STATE Pittsburgh, Pa.

9. PUBLISHER OR SOURCE
University of Pittsburgh

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	63	10

TELE. EXT.
INST/LOC CODE

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

school year	students
administration	personal factors
acceleration	economic factors

17. ABSTRACT (MAX. 250 WORDS)

A brief report resulting from a continuing evaluation of the effect of year-around education on student life. The comparison of classes includes both personal and economic data on accelerated and traditional groups.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

R-7-1 Geo: 21

8229

RR-OPPC-5/63

Forwarded to CEL by Dr. Chase 7/10/63

COMPARISON OF STUDENTS EARNING THE BACCALAUREATE DEGREE AT THE UNIVERSITY OF PITTSBURGH BETWEEN APRIL 1962 AND APRIL 1963 IN TERMS OF ACCELERATION

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Prepared by
The Office of Planning and Policy Coordination

Hilda Jones
Staff Assistant

ED000785

University of Pittsburgh
1963

This study was supported in part by the National Science Foundation Grant. No. G-11309.

INTRODUCTION

With the adoption of the trimester calendar, the University of Pittsburgh committed itself to an ongoing evaluation of the effect of year 'round education on all aspects of student life--academic quality, extra-curricular activities, plans for graduate and professional education, and even students' financial problems.

From the first year of operation on the trimester calendar, 1959-1960, the University of Pittsburgh has given a questionnaire to the entering freshmen on which they supply certain social and economic data along with their long-range educational plans, their plans for graduate and professional school, and the number of trimesters per year which they expect to attend the University. Beginning with the end of the third trimester in 1962, similar questionnaires have been given each trimester to students who were entering freshmen, September 1959 and September 1960, who applied for graduation. These data were analyzed in terms of the students' actual performance in attending the University. In addition, the students who completed their requirements for the baccalaureate degree in 2 2/3 years, April 1962, were compared with those who completed the requirements in 2 2/3 years, April 1963. Many of the data thus collected corroborated the data collected from the total group of entering freshmen in September 1959 and September 1960. This study differs from a similar one, Measurement of Academic Achievement and Performance of Accelerated, Traditional, and Decelerated Attenders at the University of Pittsburgh, by Wedekind and Jervis, 1963, in that (1) the subjects in the present study were limited to accelerated and traditional students, whereas the other study included decelerates; (2) these subjects were students earning baccalaureate degrees from all schools and divisions granting the baccalaureate at the

University, whereas the Wedekind and Jervis study was confined to students graduating in the School of the Liberal Arts; and (3) this study included personal and economic data, whereas the other was confined to academic achievement and academic performance in relation to the number of trimesters to the degree.

METHOD

A questionnaire (attached) was mailed to each of the students who was an entering freshman in September 1959, and who applied for graduation in April 1962; the same questionnaire was mailed to those entering freshmen, September 1959 who applied for graduation in August 1962, in December 1962, and in April 1963. This last group was composed of students who took four years (an elapsed time of 12 trimesters) to complete their academic work and are identified in this study as traditionals. The other groups are defined as accelerates. The same questionnaire was also sent to students who were entering freshmen, September 1960, and who applied for graduation, April 1963. This group is also accelerated.

Of the 203 accelerates (September 1959), 98 replied to the questionnaire; 175 of the 229 traditionals (September 1959) and 51 of the 62 accelerates (September 1960) also replied. The sample in each case is representative of the total group with respect to school of enrollment.

Chi-square analyses of expected distribution compared with obtained distribution were made between the number of trimesters elapsed to graduation for entering freshmen, September 1959, and each of the questions on the questionnaire and between total accelerates who were entering freshmen September 1959, and

the traditionals who were entering freshmen, September 1959, and finally between the entering freshmen, September 1959, who graduated in 2 2/3 years and the entering freshmen, September 1960, who graduated in 2 2/3 years. These analyses indicate which parameters occur with a sufficiently greater frequency than can be attributed to chance to presume a relationship between the parameter and trimesters elapsed between matriculation and degree. The facilities of the University Computation and Data Processing Center were used for the statistical analyses.

RESULTS

Entering Freshmen, September 1959

Acceleration in relation to the school or division in which the degree was earned was statistically significant. The students in the School of Education and those enrolled in the Natural Sciences earned the degree in 2 2/3 years much more often than would be expected by chance.

Sex was a highly significant variable with fewer males than would be expected by chance completing their education in any accelerated pattern and more females than would be expected by chance completing their education in an accelerated pattern. Permanent residence was not a statistically significant criterion but there was a tendency for proportionately more students outside Allegheny County to complete in 2 2/3 years and for students who were residents of Allegheny County to complete in three years.

There was a statistically significant relationship between acceleration and earned QPA. More students who completed their work in 2 2/3 years had

cumulative QPA's above 3.0 than would be expected by chance, while proportionately more traditional attenders had QPA's below 2.5.

There was no statistically significant difference in family income in terms of number of trimesters elapsed to the degree. Sources of funds for either direct or indirect educational expenses were not statistically related to time to degree; parental support was the primary source of funds for both traditionals and accelerates. Proportionately more students who completed in four years, however, were likely to have financed both their direct and indirect educational expenses through their own work and savings than were students who accelerated to any degree. Almost 86% of the students financing their direct educational expenses by their own work and savings were students who took four years to earn the degree. These students represented 17.1% of the traditionals while only 5.1% of the accelerates financed their education in this manner. More than 81% of the students who financed their living expenses by their own work and savings (24.5% of the traditionals versus 10.2% of the accelerates) took four years to earn the degree. The students' attitude toward long-term borrowing was not statistically significant in terms of length of time to degree. Interestingly enough the majority of the people replying were either neutral or favorable toward borrowing to finance one's education but very few of the students did.

Whether the student worked or not was significantly related to the number of terms he attended. The student who attended three trimesters per year for 2 2/3 years was the least likely to have worked at all; the student who took four years was the most likely to have worked. No accelerates at all worked more

than 20 hours per week. Of the 175 students replying who earned the degree in four years, 32 worked in excess of 20 hours per week.

The students' attitude toward year 'round education was statistically significant in terms of the number of trimesters between matriculation and the earned degree. Those who were favorable toward year 'round education were those who earned their degree in a shorter period than four years; those who were unfavorable were those who took four years. Participation in either formal or informal student activities was not significantly related to number of trimesters to the degree. The trend, however, was for the student who accelerated to indicate that his participation in social activities was rather inactive while the student who took four years was more likely to say that he was active. When students were asked how their attitude toward graduate or professional work beyond the baccalaureate degree had changed during their college careers, a significantly larger number than expected by chance of students graduating in 2 2/3 years said it had become more favorable. A larger number of students graduating in four years than would be expected by chance said it had increased somewhat.

Those who applied for admission to graduate and professional schools represented a statistically significantly larger proportion of students graduating in 2 2/3 years and a smaller proportion of students graduating in four years. The largest single postbaccalaureate undertaking for the 2 2/3 termers was entrance into medical school. This would seem to corroborate the belief that the trimester is particularly attractive to a student facing a lengthy postbaccalaureate educational program. The students who earned their degrees in 2 2/3 years were much

more likely than expected by chance to have applied for graduate study either at the University of Pittsburgh alone or at the University of Pittsburgh and some other institution than those who earned the degree in four years. These last were much more likely to apply only at another institution.

In the students' evaluation of the coverage of the subject matter in their college courses, there was no statistically significant difference between the evaluations of the accelerates and the traditionals. Nor was there any statistical significance in the evaluation of faculty adjustment to the trimester in terms of the number of trimesters to graduation. There was a slight trend, however, for students graduating in 2 2/3 years to give the faculty better "grades" than those graduating in four years.

The students were then asked to evaluate their satisfaction with the trimester by indicating whether, if they were beginning their college experience now, they would proceed at the same rate they have, whether they would go more slowly or more quickly. The difference in the proportion of the replies was not statistically significant but the trend was for the student who had gone through at an accelerated rate to indicate that he would do the same thing again and for the student who had taken four years to indicate that he would have done something different. However, the four-year graduate seemed to be as likely to indicate that he would have gone more slowly as that he would have gone more quickly. This tendency does not exist for the students who accelerated.

Total Accelerates versus Traditionals

When the three accelerate groups were combined and compared with the

traditionals, the relative relationships were unchanged. This would indicate a marked homogeniety among accelerates regardless of the degree of acceleration.

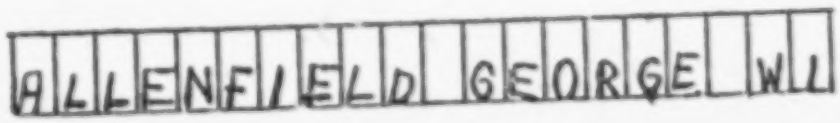
Two and Two-Third Year Graduates, September 1959 versus September 1960

There were no significant differences in any of the parameters between the entering freshmen, September 1959, who completed work for the degree in 2 2/3 years and the entering freshmen, September 1960, who completed work for the degree in 2 2/3 years. There were a few very slight trends which may be indicated. The 1959 freshmen tended to report that they were rather inactive in both formal and informal student activities. The 1960 freshmen tended to report that they were rather active in formal and informal activities. In the measure of outcome satisfaction in terms of what pattern of terms they would attend if they were beginning college again, 80% of the 1959 freshmen said they would do the same; 62.7% of the 1960 freshmen said they would do the same. Fewer of the 1959 freshmen would go more slowly, more of the 1960 freshmen would go more slowly.

In none of these parameters was the difference statistically significant. Another indication of the similarity of the groups was the number of students in each who had applied for admission to medical school. Of the 50 students replying who entered September 1959, 13 planned to attend medical school (26.0%); of the 51 in the September 1960 group, 13 also planned to attend medical school (25.9%). These factors would seem to indicate that a relatively homogeneous group of students tends to continue through the educational continuum attending three trimesters per year until the baccalaureate degree is earned.

STUDENT QUESTIONNAIRE

Blocks 1 - 20 Please print your name on the answer sheet provided. Enter your last name first, then your first and middle initials--skip one block between your name and initials. For example, suppose George William Allenfield were filling out the questionnaire. His name would appear on the answer sheet as:



Directions: Enter in the appropriate block provided on the answer sheet the number of the answer which best applies to you. Only one choice is to be entered in the answer block for each question. If you are unable or unwilling to answer, or the question is not applicable to you, place the NUMBER ZERO (0) in the block. Please read the complete question before making your selection. All individual information will be considered confidential.

Block 21 You are earning your degree in: (1) Business Administration; (2) Education; (3) Engineering and Mines; (4) Pharmacy; (5) Nursing; (6) Humanities; (7) Natural Sciences; (8) Social Sciences.

Block 22 Are you an early admit? (1) yes; (2) no.

Block 23 Your sex is: (1) male; (2) female.

Block 24 Regardless of credit load in any trimester, how many trimesters were you in attendance at the University of Pittsburgh? (1) 7; (2) 8; (3) 9; (4) 10; (5) 11.

Block 25 Your age in years to your nearest birthday is: (1) under 18; (2) 18; (3) 19; (4) 20; (5) 21; (6) 22; (7) 23; (8) 24; (9) 25 or older.

Block 26 Your permanent residence is in: (If you are single, give residence of parents or guardians; if married, residence of you and your spouse) (1) Pittsburgh; (2) Allegheny County, other than Pittsburgh; (3) Pennsylvania, other than Allegheny County; (4) Ohio; (5) West Virginia; (6) state other than Pennsylvania, Ohio, or West Virginia; (7) country other than U.S.A.

Block 27 While in attendance at the University, you live: (1) at your permanent residence; (2) at a University dormitory; (3) at a fraternity or sorority house; (4) at a sorority suite; (5) at a rooming house; (6) with relatives or friends of the family; (7) other.

Block 28 Your cumulative quality point average is: (1) 3.5 to 4.0; (2) 3.0 to 3.5; (3) 2.5 to 3.0; (4) 2.0 to 2.5; (5) 1.5 to 2.0; (6) 1.0 to 1.5; (7) 0.5 to 1.0; (8) 0.0 to 0.5.

Block 29 The highest educational level attained by your father is: (1) Ph.D. degree; (2) graduate school, master's degree or less; (3) professional degree (LLB, DDS, MD, BD, etc.); (4) BA, BS, or BBA degree; (5) some college, did not graduate; (6) trade, technical, business school; (7) high school graduate; (8) some high school, did not graduate; (9) eighth grade or less.

Block 30 The primary and regular occupation of the chief supporter of your family is: (1) professional (doctor, dentist, lawyer, engineer, accountant, teacher); (2) semiprofessional (medical or dental technician, draftsman, bookkeeper, nurse); (3) managerial or public official (corporation officer, office manager, senator, justice of the peace, foreman); (4) clerical (secretary, bank clerk, other clerical); (5) salesman; (6) service work (bus driver, beautician, shoemaker, policeman); (7) craftsman or skilled labor (carpenter, mason, machinist, printer, automotive mechanic); (8) semiskilled or unskilled labor (steel worker, truck driver, miner, farmer, construction machine operator, gardener).

Block 31 The annual income of your family, including yourself is: (1) under $2,999; (2) $3,000 to $5,999; (3) $6,000 to $8,999; (4) $9,000 to $11,999; (5) $12,000 to $14,999; (6) $15,000 or more.

Block 32 The primary source of funds to finance your direct educational expenses (tuition, fees, and books) is: (1) parents-relatives; (2) scholarship; (3) fellowship; (4) special aid; (5) grant-in-aid; (6) loans; (7) own work or savings.

Block 33 The primary source of funds to finance your living expenses while pursuing your education is: (1) parents-relatives; (2) fellowship; (3) special aid; (4) grant-in-aid; (5) loans; (6) own work or savings.

Block 34 Your attitude toward long-term borrowing (from bank, government, etc.) as a means of financing one's higher education can best be described as: (1) highly favorable; (2) moderately favorable; (3) neither favorable nor unfavorable; (4) moderately unfavorable; (5) highly unfavorable.

Block 35 For the greater part of your college career, you have been employed on an average of the following number of hours per week: (1) 1 to 5; (2) 6 to 10; (3) 7 to 15; (4) 16 to 20; (5) 21 to 25; (6) 26 to 30; (7) 31 to 35; (8)36 to 40; (9) more than 40.

Block 36 Your attitude toward continuing your education through eleven months of the year can best be described as: (1) highly favorable; (2) moderately favorable; (3) neither favorable nor unfavorable; (4) moderately unfavorable; (5) highly unfavorable.

Block 37 Your participation in formal student activities (student government, clubs, etc.) has been: (1) very active; (2) active; (3) rather inactive (4) zero.

Block 38 Your participation in informal social activities (dating, sports, hobbies, etc.) has been: (1) very active; (2) active; (3) rather inactive; (4) zero.

Block 39 Your plans to continue your education to obtain a graduate or post-baccalaureate professional degree are: (1) definitely yes; (2) probably yes; (3) undecided; (4) probably no; (5) definitely no.

Block 40 You have applied for admission to: (1) graduate school to work for the master's degree; (2) graduate school and plan to continue through the doctorate; (3) medical school; (4) dental school; (5) law school; (6) theological seminary; (7) other.

Block 41 You have applied: (1) only at the University of Pittsburgh; (2) at the University of Pittsburgh and other institutions; (3) not at the University of Pittsburgh but at other institutions.

Block 42 You (1) have; (2) have not applied for (or been accepted for)a full-time permanent position.

Block 43 To what extent was the subject matter for which you were held responsible on tests covered in the lecture, discussion, and laboratory sessions of your classes? In answering this question, consider the majority of your courses during the past trimesters. (1) all or most of the subject matter was covered adequately in class; (2) some of the course work at the end of the trimester was not adequately covered in class; (3) a considerable amount of the material on which you were tested was not covered in class.

Block 44 In general, you feel that the faculty has adjusted to the trimester calendar: (1) extremely well; (2) quite well, but there is still room for improvement; (3) rather poorly, with considerable room for improvement; (4) not at all.

Block 45 If you were entering college now, you: (1) would complete your work as you have done; (2) complete your work more quickly; (3) complete your work more slowly; (4) other.

Block 46 Please give a summary opinion of the trimester calendar.